

Offwell Curriculum Statement

INTENT - what we aim to teach and why (rationale and aims)

IMPLEMENTATION - how we aim to do this (planning, teaching and learning)

IMPACT - what the results should be (outcomes for our pupils)

INTENT:

Rationale

The curriculum gives us a framework for what we teach and guidance on teaching. This document shares the design of the curriculum at Offwell with all members of the school community. This is to ensure that our curriculum is clear to all, so we can work together to achieve the following

Be Well	We aim for our children's wellbeing needs to be met.
Learn Well	We aim for our children to love learning and achieve their academic potential.
Live Well	We aim for our children to become fulfilled, positive contributors to society.

overarching aims for our children:

At Offwell, our vision - **Be Well; Learn Well; Live Well** - creates a calm, caring environment, where we work in a supportive partnership to achieve our best and it underpins our curriculum. We believe a sense of physical, mental and spiritual wellbeing is vital, in order to learn well and live life in all its fullness. We aim for our children to achieve their potential, develop into life-long learners and become positive participants in our school, our community and our world.

IMPLEMENTATION

How and what we teach are fundamental to high achievement in all areas of the curriculum:

Be Well	We aim to ensure the learning of basic facts, skills and attitudes for each child, so they are confident, knowing these foundations for later learning are secure.
Learn Well	We aim to develop and revisit knowledge and understanding in key areas, so children can apply their learning and understand how they can learn best.
Live Well	We aim to enable each child to broaden their experience, understand the purpose of their learning and appreciate the value it can add to their lives.

Our aims are achieved through Planning, Teaching and Assessment (the 'plan, do, review' cycle):

Planning

- **The Map** - Each subject leader maps out the progression of knowledge and skills through the school. This has the EYFS and National Curriculum outcomes as the end point of each learning journey to form the objectives for learning and the basis for evaluating progress.
- **The Journey** - We plan an overarching, connecting theme, enabling us to make links between subjects - where they exist - as we know this supports learning.
- **Plan a 'hook' to start each journey** – an initial, engaging stimulus or experience. Set their learning within a context, so there is purpose and value to it.
- **Learning Questions** that link to the connecting theme, are planned in, to act as the prompt for the child's engagement in their Learning Journey, and as a form of assessment, especially where asked at the start and the end.
- **Success Criteria** (Must, Should, Could) are set out for each unit of work, based on the Map, so they know where they are heading and which step is next.

- **Plan a destination** (celebration or outcome) for each journey – allowing children to showcase what has been learnt.

Teaching

- **We are their guides** – The example we set and the relationship we build with each child, enables them to learn, becoming part of the pattern for how they see themselves and how they relate to others. Where learning is child initiated, teaching will respond to the needs and interests of the children.
- **We teach our children to learn:** (Metacognition) based on the learning question, we model and teach explicitly how to **plan** (what to do), **apply** (existing learning), **evaluate** (any success), **adapt** (change what we do) and plan again in a constant cycle, so our children can gradually internalise these strategies and become independent learners.

Be Well	Planning stage: <i>What do I need?</i> What am I being asked to do? How will I do it? Who or what do I already know that will help me?
Learn Well	Application and Evaluation stage: <i>How well am I learning?</i> Is it working? Is it the best method? When should I try something different?
Live Well	Adaptation stage: <i>How will this help me?</i> How well did I achieve my goals? How could I have done it differently? When could I use this knowledge/strategy again?

- **Responding to learning** - verbal and practical support, given during a lesson, is invaluable – such as shared writing, guided groups, a mini-plenary, or re-shaping a lesson, to respond to children’s needs and interests.
- **Feedback/ Marking** - We give positive feedback and mark work promptly, giving feedback on progress, providing next steps to extend their learning, to which they should respond, as part of our teaching and assessment cycle (See Assessment, Marking and Feedback Policy).

In addition, we see the development of language across the school, as fundamental to all learning, through:

- **Reading:** we model and promote a love of reading through story-telling, teaching of reading skills and excellent fiction and non-fiction books. The use of dictionaries, thesauruses and other reference resources is taught.
- **Vocabulary:** for children to understand and develop language, each teacher sets out, in advance, a list of key vocabulary – the phrases and terms they will need to know – for each subject, which are given at the start and explored gradually, or given out over time.

At Offwell, our location in an area of Outstanding Natural Beauty brings us into daily contact with the natural world. We are uniquely placed within walking distance of Offwell Woods, with two Outdoor Classrooms. Therefore, we value and promote environmental education.

Be Well	We connect with our outdoor environment to support emotional development and good mental health.
Learn Well	We provide a rich outdoor learning environment for a range of subjects.
Live Well	We provide an education that takes our environment into account, based on our love for and sense of responsibility to our planet.

Curriculum Resources

A range of resources contribute to the design of our curriculum e.g: The EYFS and National Curriculum, Devon & Torbay RE Syllabus, Letters and Sounds, Maths No Problem, Bloom’s Taxonomy, Metacognition (EEF’s Teaching & Learning Toolkit) Social and Emotional Aspects of learning and the latest guidance on Relationships Education, as well as existing schemes of work.

IMPACT:

Impact is shown through talking to children, looking at their work, and measuring their outcomes against the curriculum; to track progress for each child

- Our school's **Data** is based upon termly assessments of each child's achievement, based on their progression through each stand of the curriculum. We track **progress** (how quickly they are learning) and **attainment** (how much they have learnt), which indicate the impact of teaching and the curriculum.
- **Assessment** (See Policy) We assess our children both on a daily basis, through marking and feedback, based on our planned objectives and differentiated success criteria; and at least termly, so that we can evaluate achievement overall against our subject Map and external criteria. We also use specific assessments to ascertain gaps in learning.
- **Self and Peer assessment** supports metacognition, enabling independence, but also offers opportunity to learn from others. Clear guidelines for responding positively to others' work must be set out first. Children are encouraged to talk about and understand their learning.
- **Presentation:** We are clear about the presentation of work in each subject, so we and they can read their own work, we can see progress through the book and the child can take pride in it and see themselves as students of the subject.
- **In KS1 and 2**, we clarify each subject by the children's books – Literacy, Maths, Science and Technology; RE and PSHE, History and Geography, Art and a folder for Music/Drama and French.
- **In EYFS:** Tapestry (online Learning Journey) is used to evidence achievement in each of the areas of learning.
- **Displays:** We make the Map and the learning journey clear through our displays, which are designed to be interactive and promote active learning, through discussion.

Achievement for all:

Children with Special Educational Needs (SEN), disabilities, or disadvantaged by social, cultural or economic factors, may require support to address gaps, additional needs, or barriers to learning. Those needs and actions will be guided by clear assessment e.g: The Graduated Response Tool, Letters & Sounds for phonics, Sandwell for maths gaps, Language Link for language gaps, Boxall Profile for emotional needs.

When specific needs are identified, we use additional time and resources to meet those needs. We then re-assess to check impact in the plan, do review cycle. Significant, complex and long term additional needs require further, external support. See our SEND Pathway and information on our offer on the school's website about referrals.

Be Well	We aim for children with additional needs, or facing disadvantage, to achieve as well as their peers – closing the achievement gap.
Learn Well	We aim for all children to achieve at least the National average and realise their potential: academic, artistic, musical, sporting or otherwise.
Live Well	We aim for all children to enjoy learning and find fulfilment in life.

This Policy was drafted with staff by Lorna Legg 3.9.19 and approved by governors on 26th September 2019